

# ACTIVE INGREDIENT



## SAMPLE MEASURES

### ACADEMIC LEARNING RESULTS

**Academic Learning Results** include traditional accountability measures, but additional Active Ingredients included in this category may not be traditional academic outcomes or typically included in formal accountability plans. However, they are academic in nature and relate significantly to academic attainment or indicate academic progress and success.

GROWTH ASSESSMENTS	Definition	Examples	Sample Measure	PROGRESS ON IEP GOALS	Definition	Examples	Sample Measure
	Measures academic progress over time, typically over the course of a school year, in contrast to point-in-time achievement tests.	Reading, writing, mathematics, science, history	The school will administer the [assessment name] to [describe student group] and achieve [growth target] in [Active Ingredient name] attainment in [target percentage] of students by [terminal grade or fixed date].		Schools are already required by law to report to families individual student progress on IEPs. Schools report in aggregate the percentage of IEP goals students meet annually. *Schools should take care to ensure goals are appropriate and rigorous.	Functional goals  Academic goals	Of a total of [total number of IEP goals] for [total number of students with IEPs] [target percentage of goals met] of goals will be met by the end of the school year.
GRADUATION RATES (CREATIVE COHORTING)	Graduation rates by “degree of difficulty” considers the severity of instructional need upon student enrollment and categorizes students for graduation cohorts.	Young (15-16 years old) off track (YOT)  Moderately off-track (MOT)  Severely off-track (SOT)  Candidates for Alternative Diploma (CAD)  On track	[Target graduation rate] of students admitted SY [school year] and identified as [“degree of difficulty”] will graduate in [4yrs, 5yrs, or 6yrs] by date (typically August).	CREDIT ACCUMULATION	Monitoring and reporting of progress passing required and critical courses. Evidence suggests early college credits and advanced math credits are strong predictors of post-secondary matriculation and completion.	Credit recovery  Early college  Advanced mathematics	[Target percentage] of target student group] will complete [target credit accumulation] by [terminal grade or fixed date].
CTE SKILLS COMPLETION	Completion of CTE pathways or dual enrollment programs during high school and passing technical skill assessments that are aligned to industry recognized standards.	CTE programs  CTE concentrations  CTE dual enrollment	[Percentage] of CTE concentrators will pass technical skills assessments that are aligned to industry recognized standards during reporting year [reporting year].				

CO - ACADEMIC LEARNING RESULTS

Co-Academic Learning Results are those ingredients that support student academic success but are not academic in nature themselves and may relate to SEL, or are delivered during wrap around support services.

SOCIAL EMOTIONAL LEARNING	Definition	Examples	Sample Measure	ATTENDANCE	Definition	Examples	Sample Measure	
	<i>SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (<a href="https://casel.org">https://casel.org</a>)</i>	Interaction with adults and peers  Adaptive social behavior  Self-concept  Self-efficacy  Self-control	The school will administer the [assessment name] to [describe student group] and achieve [target score] in [Active Ingredient name] attainment in [target percentage] of [student grouping] by [terminal grade or fixed date].  *We recommend schools select SEL assessments that evaluate and report results in the aggregate (class/group) and not at an individual student level.		Attendance measures are important because students are more likely to succeed academically when they attend school on a regular basis.  *Consider attendance/engagement designations:  Long term absence (LTA/students who have stopped attending); Disengaged (attend between 5% and 50%); Somewhat engaged (attend at least 3 days/week); and, Engaged (consistently attend 4 days/week or more).	Reduced chronic absenteeism  Attendance/engagement rate  Attendance/engagement growth	[Target percentage] of [target student group] will have improved their engagement designation by [describe designation improvement].	
	CIVIC CONSCIOUSNESS AND/OR ENGAGEMENT	Involvement or work in the community that leads to skill, knowledge, and increased connectedness and purpose.	Service learning  Issue United Nations  Student government	[Target percentage] of [target student group] will complete [meaningful experience target] by [terminal grade or fixed date] as evidenced by [pre-established criteria].	MOTOR SKILLS/ PHYSICAL EDUCATION	<i>Fine motor skills have been shown to be a strong predictor of later reading and writing achievement while gross motor skills have been linked to fluid intelligence. Physical exercise was also shown to support executive functioning (planning, decision making, and cognitive flexibility) and positively impact academics. (<a href="https://www.ncbi.nlm.nih.gov">https://www.ncbi.nlm.nih.gov</a>)</i>	Dance  Aerobic fitness  Tae Kwon Do  Agility  Sports	The school will administer the [assessment name] to [describe student group] and achieve [growth target] in [Active Ingredient name] attainment for [target percentage] of students by [terminal grade or fixed date].
	HEALTHY CHOICES	Choices positively influenced by a student’s belief regarding their health and well-being and impacting their overall health and longevity.	Reduced pregnancy  Personal regulation  Healthy eating  Healthy weight  Safe choices	[Target percentage] of [target student group] will have a healthy range body mass index (“BMI”) or reduce their BMI by [target percentage reduction] after [identified program participation length] participation in [program name].		ACCESS TO SERVICES	Students have a variety of basic needs that if gone unmet can be a barrier to school and life success. Schools serving students from under-resourced communities frequently support access to needed services like medical care, understanding the positive impact this can have on student health and attendance.	Medical home  On-site service providers (medical, dental, mental health)  School partnerships with service providers
“ADULTING” SKILLS	Skills typically needed to be an independent and functioning adult.	Driver’s license and/or voter registration  Financial literacy  Personal care  Parenting skills	[Target percentage] of [target student group] will successfully demonstrate [“adulating skill”] by [terminal grade or fixed date] as evidenced by [pre-established criteria such as teacher rubric].					

POST-SECONDARY READINESS RESULTS

Post-secondary readiness results are ingredients tied to student readiness for future opportunities beyond formal K-12 schooling and may include academic and co-academic learning results, as these domains are not intended to be mutually exclusive.

JOB/ "SOFT" SKILLS	Definition	Examples	Sample Measure
	Soft skills are often interpersonal and contrast with hard skills that are job-specific. There is much debate about a definitive list of soft skills. This framework utilizes the curated list of skills presented in the "Forum for Youth Investment's From Soft Skills to Hard Data" report. This resource also provides guidance on measurement tools.	Initiative and self-direction  Relationships and collaboration  Critical thinking and decision making  Communication skills	The school will administer the [assessment name] to [describe student group] and achieve [target score] in [Active Ingredient name] attainment in [target percentage] of [student grouping] by [terminal grade or fixed date].  *We recommend SEL assessments that evaluate and report results in the aggregate (class/group) and not at an individual student level.
	Because there are no guidelines consistently observed when defining high school internships, this framework adopts the National Association of Colleges and Employers, definition: An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. ( <a href="https://www.naceweb.org">https://www.naceweb.org</a> )	Marketing internships  Retail internships  Technology internships  Credit/no-credit internships  Paid/unpaid internships  Apprenticeships	[Target percentage] of [target student group] will successfully complete [high quality internship] by [terminal grade or fixed date] as evidenced by [pre-established criteria such as employer evaluations].
	Completion of CTE pathways or dual enrollment programs during high school and passing technical skill assessments aligned to industry recognized standards.	CTE programs  CTE concentrations  CTE dual enrollment	[Percentage] of CTE concentrators will pass technical skills assessments that are aligned to industry-recognized standards during reporting year [reporting year].
	Similar to certifications, students take courses (lasting between four weeks and a year) to develop specific skills in certain fields. ( <a href="https://www.onlineschoolscenter.com/micro-credentials/">https://www.onlineschoolscenter.com/micro-credentials/</a> )	Coding  Web development	[Target percentage] of [target student group] will successfully complete [micro-credential] by [terminal grade or fixed date] as evidenced by [pre-established criteria such as displaying application of knowledge].

ADDITIONAL INGREDIENTS

In addition to the recommended Active Ingredients outlined previously, a number of ingredients that surfaced repeatedly that are important to student success yet don't represent student outcome measures. They are not likely to be used by authorizers to make high-stakes decisions but are included as additional ingredients to acknowledge how they contribute to school programs and student success.

LEARNING ENVIRONMENT RESULTS

Learning environment results are ingredients that communicate school environment conditions and leadership practices that not only support but remove barriers to student success. Active Ingredients in this domain are unique in that resulting measures do not represent student performance and therefore have a more limited recommended use, but remain important to schools' success.

COMMUNITY PARTNERSHIPS	Definition	Examples
	Family-school-community partnerships are a shared responsibility and reciprocal process whereby schools and other community agencies and organizations engage families in meaningful and culturally appropriate ways, and families take initiative to actively support their children's development and learning. ( <a href="https://safesupportivelearning.ed.gov">https://safesupportivelearning.ed.gov</a> )	Partnerships with: Businesses Community-based organizations Cultural organizations Faith-based organizations Institutions of higher education
	The beliefs, attitudes, values, and assumptions shared by teachers, staff, and students. A positive school culture promotes student learning.	Culture of collaboration Culture of benevolence Relationship with families
	Shifted approach at the staff and organizational level that addresses the learning needs of children impacted by trauma. School culture, practices, and policies reflect an understanding of the needs of traumatized learners. ( <a href="https://www.elc-pa.org">https://www.elc-pa.org</a> )	Staff training Collaboration across child-serving systems
	Protecting students from exposure to or threat of violence, theft, harassment, and substance abuse. Emotional and physical safety is linked to academic performance while unsafe school environments can put students at risk of becoming victims who are more likely to have poor attendance, fail classes, and drop-out.	Disciplinary infractions School climate Campus crime Emotional safety/ caring adult
	Targeted based on specific student and school needs, sustained over time with coaching, and monitored for impact on student learning.	Trauma informed care Supporting at-risk populations Student mentoring

AUDIENCE & USE

Identifying critical mission elements and key programmatic levers that impact student along with feasible and credible methods of measurement are essential activities in this process. Equally important is determining the most relevant use for the new information (e.g., program improvement, internal communication, communication with local stakeholders, or communication with with a charter authorizer about quality). Schools can and should use any additional measures to inform program improvement and communicate with local stakeholders, such as the community, families, and potential funders. After time, data points identified as meaningful and particularly useful in illustrating student progress may prove useful in advocating for schools during high-stakes decisions. It is for this reason we do not recommend learning environment results for communication with authorizers because they do not directly represent student progress. They are however well suited to describe conditions important to families when selecting a school and undoubtedly create conditions for or remove barriers to student success, and therefore are included in this framework.

USE BY DOMAIN

	<i>Program Improvement/ Internal Communication</i>	<i>Local Stakeholder Communication</i>	<i>Authorizer Communication</i>
<i>Academic Learning</i>	<div></div>	<div></div>	<div></div>
<i>Co-Academic Learning</i>	<div></div>	<div></div>	<div></div>
<i>Post-Secondary Readiness</i>	<div></div>	<div></div>	<div></div>
<i>Learning Environment</i>	<div></div>	<div></div>	

LIMITATIONS

This framework isn’t perfect. It’s a start. The refrain that accompanied the responsible warnings about the lack of comparative data, uncertainty about how data will behave overtime, validity, and reliability, was, DON’T WAIT, START SOMEWHERE. MEASURE SOMETHING. The spirit of innovation and the enthusiasm to push forward, to continue to “sharpen the pencil” on these ideas, and to “touch and feel something new” permeates this effort. It is only by “trying out” and finding what works will we get to measures that are useful to schools and authorizers making high-stakes decisions. The discussion of this framework’s limitations is really a discussion of the opportunity it presents. In an ongoing effort to continue to develop and refine this framework, your feedback and comments are welcome at [charters@suny.edu](mailto:charters@suny.edu).

CITATIONS

- 1 [www.actionevaluation.org](http://www.actionevaluation.org)
- 2 [www.casel.org/what-is-sel/](http://www.casel.org/what-is-sel/)
- 3 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4792186/>
- 4 <http://www.naceweb.org/about-us/>
- 5 <https://www.onlineschoolscenter.com/micro-credentials/>
- 6 <https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/early-learning/family-school-community-partnerships>
- 7 <https://www.elc-pa.org/resource/unlocking-the-door-to-learning-trauma-informed-classrooms-and-transformational-schools/>

RESOURCES

DEVELOPING A THEORY OF ACTION

[Creating a Theory of Action for Improving Teaching and Learning](#)  
[Action Evaluation Collaborative](#)

SOCIAL EMOTIONAL LEARNING (SEL)

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)  
[The Evidence Base for How We Learn: Supporting Students’ Social, Emotional, and Academic Development](#)

[National Commission on Social, Emotional, and Academic Development](#)

[Find Out How to Build Social and Emotional Learning Skills; Compare Leading SEL Programs](#)

EARLY CHILDHOOD LEARNING

[NYS Early Learning Guidelines](#)  
[NYS Core Competencies for Early Childhood Educators](#)

SERVING OVER-AGE AND/OR UNDER-CREDITED YOUTH (OAUC)

[Opportunity Youth Network](#)

COMMUNITY SCHOOLS

[Coalition for Community Schools](#)  
[Community Schools: Promoting Student Success A Rationale and Results Framework](#)